**Department of Curriculum and Instruction**

**Student Teacher Evaluation Form for TESOL (STE-TESOL)**

Teacher candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Mentor teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester (fill in the year of the observation) *Clinically Rich Fall \_\_\_\_\_\_* *Clinically Rich Spring* \_\_\_\_\_\_\_\_

Grade levels being observed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of observation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_College supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The mentor teacher & college supervisor will collaboratively evaluate the student teacher’s performance in the classroom on the criteria indicated below. Please enter your individual scores in TK20. Student teachers in the TESOL program must demonstrate competence in the five areas in order to be able to prepare K-12 students to meet the NYS Student Learning Standards.

The STE-TESOL most closely examines TESOL/CAEP Standards 3a, 3b, 3c, 4b & 4c, listed below:

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| **TESOL/CAEP Standard 3a: *Planning for standards-based ESL & content instruction***  Candidates know, understand & apply concepts, research and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL & content curriculum.  **TESOL/CAEP Standard 3b: *Implementing & managing standards-based ESL & content instruction***  Candidates know, manage & implement a variety of standards-based teaching strategies & techniques for developing & integrating English listening, speaking, reading & writing. Candidates support ELLs’ access to the core curriculum by teaching language through academic content.  **TESOL/CAEP Standard 3c: *Using resources & technology effectively in ESL & content instruction***  Candidates are familiar with a wide range of standards-based materials, resources & technologies & choose, adapt & use them in effective ESL and content teaching.  **TESOL/CAEP Standard 4b: *Language proficiency assessment***  Candidates know & can use a variety of standards-based language proficiency instruments to show language growth & to inform their instruction. They demonstrate understanding of their uses for identification, placement & reclassification of ELLs.  **TESOL/CAEP Standard 4c: *Classroom-based assessment for ESL***  Candidates know & can use a variety of performance-based assessment tools & techniques to inform instruction in the classroom. |

The rubric for Student Teacher Observations for TESOL appears on the following pages. Additional feedback for the teacher candidate can be provided on this form. When the supervisor, teacher candidate and mentor teacher have completed a discussion about the evaluation, all sign here:

**Mentor teacher’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher candidate’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| ***Planning for standards-based ESL & content instruction* TESOL Standard 3a** | | |
| **Exceeds expectations**  **2** | **Meets expectations**  **1** | **Does not meet expectations**  **0** |
| Lesson plans have standards-based language and content objectives (for example, lesson plans show that the specific language that unlocks the content for the students is being taught, reviewed, or emphasized) | Lesson plans have standards-based language and content objectives (for example, lesson plans show that the specific language that unlocks the content for the students is being taught, reviewed, or emphasized) | Lesson plans/discussions about lesson plans do not reveal standards-based language and content objectives (for example, (i) the language taught is irrelevant to the content, or does not assist students in accessing the content, or is not given the time it requires, (ii) either the language or the content isn’t taught, (iii) the standards for either language or content are not used) |
| Lesson plans show that a supportive environment for multi-level ELLs is planned, (for example, by creating space and time for all students in all linguistic, cultural or English level groups to participate meaningfully) | Lesson plans show that a supportive environment for multi-level ELLs is planned, (for example, by creating space and time for all students in all linguistic, cultural or English level groups to participate meaningfully) | Lesson plans/discussions about lesson plans reveal a potential for creating disharmony (for example, by overtly/covertly disadvantaging one group over another in terms of language, culture or English level) |
| Lesson plans reflect candidate mastery and application of key concepts, research and best practices to plan and implement standards-based language and content objectives that create a supportive environment for multi-level ELLS with diverse backgrounds (for example, the standards-based language and content objectives are purposefully related to other curricular areas in the students’ day, or the lesson maximizes the language and the access to language that the students are immersed in, while keeping students’ learning needs in mind) |  |  |
| **Comments about strengths:** | | |
| **Comments about targets areas for growth or improvement:** | | |
| **Other comments:** | | |

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| ***Implementing & managing standards-based ESL & content instruction***  **TESOL Standard 3b** | | |
| **Exceeds expectations**  **2** | **Meets expectations**  **1** | **Does not meet expectations**  **0** |
| Candidate knows, manages and implements appropriate, effective standards-based teaching strategies (for example, giving clear instructions and modeling for all learning activities, making valuable affective & intellectual connections with students, using clear oral and written language- English or another language- to inform and connect with students) | Candidate knows, manages and implements appropriate, effective standards-based teaching strategies (for example, giving clear instructions and modeling for all learning activities, making valuable affective & intellectual connections with students, using clear oral and written language- English or another language- to inform and connect with students) | Candidate does not use standards-based teaching strategies for ESL & content at all or does not use them consistently |
| The lessons develop the students’ English listening, speaking, reading & writing separately or in tandem as well as content area learning | The lessons develop the students’ English listening, speaking, reading & writing separately or in tandem as well as content area learning | The lessons don’t develop the students’ English listening, speaking, reading & writing either separately or in tandem  And/or  The lessons don’t target both English language and content area learning |
| The candidate articulates why particular strategies and techniques have been chosen and how they help to integrate English language skills (English listening, speaking, reading & writing) into the content lesson | The candidate articulates why particular strategies and techniques have been chosen and how they help to integrate English language skills (English listening, speaking, reading & writing) into the content lesson | The candidate cannot articulate why particular strategies and techniques have been chosen and how they help to integrate the skills (English listening, speaking, reading & writing)  into the lesson |
| The candidate is appropriately responsive to the students regarding the individual lesson and second language learning as a process, before, during & after instruction | The candidate is appropriately responsive to the students regarding the individual lesson and second language learning as a process, before, during & after instruction | The candidate is not appropriately responsive to the students regarding the individual lesson and second language learning as a process,  before, during & after instruction |
| The candidate interacts effectively with & collaborates effectively with content teachers (for example, by discussing content, student progress, ESL strategies, the difficulties of English, students’ linguistic & cultural backgrounds, second language acquisition and how any of this can be appropriately incorporated or taken into consideration in school contexts) | The candidate interacts effectively with & collaborates effectively with content teachers (for example, by  discussing content, student progress, ESL strategies, the difficulties of English, students’ linguistic & cultural backgrounds, second language acquisition and how any of this can be appropriately incorporated or taken into consideration in school contexts) | The candidate does not demonstrate an ability to interact effectively with or to collaborate effectively with content teachers |
| The candidate explains how the language taught in individual lessons will appear or be otherwise relevant to other content areas, or other educational contexts beyond an individual lesson |  |  |
| **Comments about strengths:** | | |
| **Comments about targets areas for growth or improvement:** | | |
| **Other comments:** | | |

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| ***Using resources & technology effectively in ESL & content instruction***  **TESOL Standard 3c** | | |
| **Exceeds expectations**  **2** | **Meets expectations**  **1** | **Does not meet expectations**  **0** |
| The candidate selects, adapts & uses standards-based materials, resources & technologies, in order to focus on both content and the English language (for example, s/he produces lessons on English as a second language that are thoughtfully connected to content area curriculum, and that fit with other content area classes or other resources to which the student has access), and explains all this to content teachers and others in the teaching environment | The candidate selects, adapts & uses standards-based materials, resources & technologies, in order to focus on both content and the English language (for example, s/he produces lessons on English as a second language that are thoughtfully connected to content area curriculum, and that fit with other content area classes or other resources to which the student has access), and explains all this to content teachers and others in the teaching environment | The candidate does not select, adapt or use effective, standards-based materials, resources or technologies to teach English language through content |
| The candidate demonstrates the ability to explain to others outside the immediate teaching environment- administrators, family, community- the reasons that particular materials, resources & technologies were chosen (for example, by creating documents or teaching materials that explain, illustrate or demonstrate this and having them at the ready) |  |  |
| **Comments about strengths:** | | |
| **Comments about targets areas for growth or improvement:** | | |
| **Other comments:** | | |

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| ***Language proficiency assessment* TESOL Standard 4b** | | |
| **Exceeds expectations**  **2** | **Meets expectations**  **1** | **Does not meet expectations**  **0** |
| The candidate considers a variety of standards-based assessment instruments that are designed to reveal language growth in reading, writing, speaking and /or listening and demonstrates understanding of their uses for identification, placements and reclassification of ELLs in schools  The candidate interprets results of these instruments in order to inform instruction in appropriate ways (for instance, differentiating for varied proficiency levels or learning needs) | The candidate considers a variety of standards-based assessment instruments that are designed to reveal language growth in reading, writing, speaking and /or listening and demonstrates understanding of their uses for identification, placements and reclassification of ELLs in schools  The candidate interprets results of these instruments in order to inform instruction in appropriate ways (for instance, differentiating for varied proficiency levels or learning needs) | The candidate does not demonstrate a clear understanding of how language proficiency assessments are used for identification or placement or reclassification of ELLs in schools  The candidate does not demonstrate an ability to get information from the assessments and understand the roles they play for instruction |
| The candidate detects and articulates connections & relationships between test scores, instruction & individual student performance, can use assessments to seek to maximize student learning, and prompts students to seek to understand for themselves how assessments work in the school setting |  |  |
| **Comments about strengths:** | | |
| **Comments about targets areas for growth or improvement:** | | |
| **Other comments:** | | |

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| ***Classroom-based assessment for ESL*** **TESOL Standard 4c** | | |
| **Exceeds expectations**  **2** | **Meets expectations**  **1** | **Does not meet expectations**  **0** |
| The candidate develops and uses assessments that match language objectives and give information about ELLs’ performance in English  The candidate is able to use language assessments to inform ESL instruction (for example, candidate knows when more instruction is necessary for individuals, small groups or whole class)  The candidate is able to describe student growth in ESL and the content area from classroom assessment data | The candidate develops and uses assessments that match language objectives and give information about ELLs’ performance in English  The candidate is able to use language assessments to inform ESL instruction (for example, candidate knows when more instruction is necessary for individuals, small groups or whole class)  The candidate is able to describe student growth in ESL and the content area from classroom assessment data | The candidate does not demonstrate an ability to develop or use language assessments to track students’ learning in English and to inform ESL instruction  The candidate cannot explain the results of classroom assessments or use them to plan effectively for ELLs |
| The candidate can explain how language assessment data relates to a larger picture of student performance (for instance, how language performance assessments might inform instruction *across* content areas, *across* grade levels or *across* the current year) |  |  |
| **Comments about strengths:** | | |
| **Comments about targets areas for growth or improvement:** | | |
| **Other comments:** | | |